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ABSTRACT

Higher Horizons 100 is a program for underachieving pupils in the seventh to 10th grades. These pupils are given supplementary and individualized instruction and support services during the day and evening. Students are divided into eight clusters. Each cluster has a staff of six; one counselor, and teachers in reading, English, math, science, and social studies. The staff for each cluster has complete responsibility for a group of about 100 pupils. Students receive at least five extra hours per week of language instruction. The program was evaluated in terms of: achievement gains, attendance, and student attitudes. Among the findings are the following: (1) students in the program made significant greater achievement gains than would have been expected without participation in the program, (2) attendance goals were met by all clusters, with margins ranging from 2.3% to 12.9% above the goals, and (3) over 80% of the pupils in the program reported in an attitude survey that Higher Horizons 100 helped them in their school work. The survey also showed that the pupils' attitudes toward school had improved. It is recommended that the program continue to operate as is, but that a better survey design be implemented during the 1977-78 school year. (Author/AM)

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ED150211

Hartford Public Schools
1975-76 Compensatory Education Program Evaluation

Program Title: HIGHER HORIZONS 100

Program Director:
Mr. Dino A. Galiano

Program Staff:
13 Professional
8 Paraprofessionals

Funding:
SADC \$269,670.

Pupils Served:
Number 757
Grades 7 - 10

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Evaluator: Evaluation Office, Hartford Public Schools

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HIGHER HORIZONS 100

I. Program Description

Higher Horizons 100 is a program for underachieving pupils in grades 7-10. They are given supplementary and individualized instruction and support services in a team setting (eight clusters of about 100 pupils) during the day, and often in the late afternoon and evening.

Higher Horizons 100 is a cluster program. Each cluster has a staff of six, one counselor and teachers in reading, English language, math, science, and social studies. The ninth grade cluster at Hartford High has an additional teacher in communications. Staff for each cluster has complete responsibility for group of about 100 pupils who attend HH100 in lieu of a regular program. Students receive at least five extra hours per week of language instruction.

Program guidelines indicate that participating pupils should be judged capable of average work but test one to four years below grade level in reading. They should be emotionally stable and not be serious disciplinary problems. Recommendation of a counselor and parental approval are also required for enrollment.

Table I shows the enrollment by cluster and the number who were both pre- and post-tested. The two clusters at Fox Middle School are ungraded, so that the two age levels are mixed.

Table I
Higher Horizons Enrollment

School	Grade	Number Enrolled	Number Tested	% Tested
HPHS	9	87	83	95.4
HPHS	10	84	63	75.0
Weaver High	9	87	83	95.4
Fox Middle	7, 8	104	96	92.3
Fox Middle	7, 8	102	86	84.3
Quirk Middle	7	98	95	96.9
Quirk Middle	8	99	73	73.7
Bulkeley High	9	96	73	76.0
Total		757	652	86.1

II. Evaluation Design

The evaluation plan in Table II has three components: achievement, attendance, and attitude.

For reading and math achievement, grades 7, 8, and 9 are using four subscores on the 1971 Metropolitan Achievement Test. The testing interval is September to May, an eight month span. The goal is a month's gain in grade equivalent score for each tested month of instruction, that is, eight months gain. Average gain for a cluster is the difference between the grade equivalence of the average standard score on the pre and post-tests.

Attendance in the clusters is to be better than the school as a whole, by a difference specified in Table IV. Records cover the whole year.

Attitude improvement is measured by a survey of the students in May.

Table II

Higher Horizons Evaluation Plan

Performance Objectives	Instrument	Criterion	Date
Reading Improvement	<u>Grades 7 - 9</u> MAT - Word Knowledge Reading Arithmetic Computation Problem Solving <u>Grade 10</u> CTBS Vocabulary Comprehension Computation Concepts	Month-for-month average improvement	Sept. - May
Attendance Improvement	Attendance Records	Better than host school attendance by a specified difference (Table II)	June
Attitude Improvement	Self-rating Scale	Interpretation of mean percentages	May

III. Evaluation of Data

a. Achievement Testing

Achievement scores are shown in Table III. All gains shown were statistically significant at the .01 level, which means that it is highly unlikely these gains occurred by chance.

Cluster 1

HPHS, grade 9, attained greater than 8 months average gain in every subscore, demonstrating cognitive growth well beyond the program goal. Average gain was over 15 months in the 8 month period, nearly double the goal.

Cluster 2

Careful examination of the post-test scores in HPHS 10th grade showed that they were invalid, and those scored were not included. As a result, measures of the cognitive growth of this cluster are not available. The post-test was apparently affected by disturbances in the school, resulting in scores for many students which were widely discrepant with established achievement levels.

Cluster 3

For the ninth grade students at Weaver High average gains for the four tests was 9.8 months relative to the 8-month goal. Students attained the goal on both reading scores and on computation, but not on problem solving.

Cluster 4

At Fox Middle, one cluster attained the two language goals, but did not attain either of the math goals.

Cluster 5

At Fox Middle, the second cluster attained the goals in three subscores, but fell slightly short in problem solving. Average gains were just over 8 months for all four scores.

There were entrants into the two Fox clusters whose pre-test reading scores (less than grade 4.0) suggested that they may have been below the guidelines (1 - 4 years below level) for entry. An Analysis of Variance test (F-ratio) was conducted to compare the scores of those 24 students with the rest. The low group had significantly lower pre-test and lower post-test average scores as expected. Their gains in both language scores, however, was significantly

Table III

Higher Horizons 100 Achievement Scores, September 1975 - May 1976
1971 Metropolitan Achievement Test

N	School	Grade	WORD KNOWLEDGE - MAT Mean Scores					READING - MAT Mean Scores				
			PRE		POST		GAIN Months	PRE		POST		GAIN Months
			S.S.	G.E.	S.S.	G.E.		S.S.	G.E.	S.S.	G.E.	
83	HPHS	9	81.1	6.3	87.0	7.3	10	82.9	6.3	90.1	7.6	13
83	Weaver	9	79.6	6.1	85.3	7.1	10	82.5	6.1	87.1	7.1	10
73	Bulkeley	9	79.5	6.1	105.1	9.8	37	77.8	5.5	86.7	7.1	16
96	Fox	7 & 8	75.4	5.3	81.6	6.4	11	78.2	5.5	83.5	6.4	9
86	Fox	7 & 8	73.4	5.1	79.0	6.0	9	75.0	5.1	80.6	6.0	9
95	Quirk	7	71.1	4.7	78.8	6.0	13	72.7	4.8	79.7	5.8	10
73	Quirk	8	75.1	5.3	79.3	6.0	7	79.2	5.7	84.7	6.6	9
589	Average Gain Per Pupil = 13.5 months							Average Gain Per Pupil = 10.7 months				

N	School	Grade	ARITHMETIC COMPUTATION - MAT Mean Scores					PROBLEM SOLVING - MAT Mean Scores				
			PRE		POST		GAIN Months	PRE		POST		GAIN Months
			S.S.	G.E.	S.S.	G.E.		S.S.	G.E.	S.S.	G.E.	
83	HPHS	9	92.9	6.8	100.9	8.3	15	80.4	5.2	95.7	7.5	23
83	Weaver	9	94.3	6.9	99.8	8.1	12	86.9	6.3	92.5	7.0	7
73	Bulkeley	9	81.0	5.4	88.2	6.2	8	87.5	6.4	94.1	7.3	9
96	Fox	7 & 8	87.2	6.1	89.7	6.4	3	81.7	5.5	86.1	6.1	6
86	Fox	7 & 8	86.0	6.0	93.7	6.9	9	80.4	5.3	84.6	5.9	6
95	Quirk	7	83.6	5.6	92.5	6.7	11	79.1	5.1	86.0	6.1	10
73	Quirk	8	88.5	6.2	91.3	6.6	4	85.3	6.0	89.4	6.5	5
589	Average Gain Per Pupil = 8.9 months							Average Gain Per Pupil = 8.6 months				

Note: All gains shown are statistically significant at the .01 level.

Key: S.S. = Std. Score
F.E. = Grade Equivalent
Pre = Test given in October
Post = Test given in May

greater (.01) than the high group. Their gains in math were not significantly different than the high group. The test provided no evidence that the low group did not belong in the program. The test did show that the performances of the low group did not lower the measured success of these clusters since they gained at least as much as the high group.

Cluster 6

The 7th grade cluster at Quirk attained the goal in all four measures, averaging 11 months gain for 8 months in the class, evidence of overall success.

Cluster 7

The 8th grade cluster at Quirk attained the goal in reading, but did not attain it in the other three measures. These scores do not provide evidence that the cluster was successful.

Cluster 8

Bulkeley High, 9th grade, attained the goal in all four measures, and the scores show marked success in word knowledge and, to a lesser extent, in reading. The formal and informal evidence indicates that this exemplary success may be partially attributable to the reading teacher.

Because of the low percentage of students tested in clusters 5, 7, and 8, statistical checks were performed on the word knowledge score to determine whether those with both pre and post scores were representative of the whole cluster. The post test scores of those who had both scores were compared with the post test scores who had only post-test scores. No significant difference was found in a t-test for any of the three clusters studied. The same test was made for those students having only pre-test scores, and again no significant difference was found. Therefore the gainscore reported for each of these three clusters are representative of the gains attained by their respective clusters as a whole.

In reading and word knowledge, 13 out of 14 cluster average gains were above the goal of eight months gain in eight months of instruction, indicating a consistent level of success in the area of reading throughout the HH program. The clusters in two of the high schools, plus the 7th grade at Quirk, did much better than the goal.

In the two math subscores, 8 out of 14 cluster average gains attained the program goal of eight months gain. HPHS 9th grade attained the goal of eight months growth. Two clusters attained moderate success in both measures; two attained success in one measure; and two did not attain either program goal, according to these measures.

Average gains for all tested Higher Horizons pupils were above the program goal of eight months growth during eight months of instruction in all four tested curriculum areas.

A norm-referenced model published by HEW was also applied to the data. The result of this test corroborates the foregoing analysis, and leads to the following conclusion:

The achievement scores are persuasive evidence that Higher Horizons students gained significantly more than would be expected without participation in the program.

b. Attendance Records

The attendance goal for each cluster is to have a higher attendance than the school at large. This differential depends on the level of school attendance, see as shown:

Table IV

Range of Host School Attendance %	7-75	75-80	80-85	85-90	90-95
Differential to obtain goal, %	6	5	4	3	2

The differential is added to the school attendance to give the goal for the cluster.

Attendance results are given in Table V. All clusters exceeded the goal, and were therefore successful in meeting the attendance performance objectives. In fact, most of the clusters exceeded the goal by a wide margin, especially those at Hartford Public and Weaver High Schools.

Table V

Attendance Performance Objectives and Results

<u>N</u>	<u>School</u>	<u>Grade</u>	<u>'75-'76 School Attend. %</u>	<u>HH Goal %</u>	<u>HH Actual %</u>	<u>Success ?</u>
1	HPHS	9	75.0	81.0	94.0	Yes
2	HPHS	10	75.0	81.0	89.7	Yes
3	WEAV	9	76.9	81.9	94.8	Yes
4	FOX	7 & 8	88.0	91.0	95.5	Yes
5	FOX	7 & 8	88.0	91.0	94.4	Yes
6	QUIRK	7	84.6	88.6	92.7	Yes
7	QUIRK	8	84.6	88.6	90.9	Yes
8	BULKELEY	9	84.1	88.1	92.8	Yes

c. Attitude Survey

Summary results for the attitude survey are shown in Table VI. Responses for individual clusters are in the Appendix. On the average, 42.1% found Higher Horizons has helped much, and 38.4% found it has helped some. Overall, more than 80% found that the program has helped them. This subjective report seems to correspond with the achievement testing and attendance findings.

Table VI

Summary Results of Attitude Survey

Students reported that Higher Horizons has helped:

N	School	Grade	% Much	% Some	% None	Some Adverse Effects	Cannot Judge
77	HPHS	9	48.0	36.0	10.5	1.7	3.8
67	HPHS	10	38.4	40.7	13.0	2.1	5.8
64	Weaver	9	33.6	38.6	19.7	1.3	6.2
95	Fox	7,8	38.9	35.7	19.6	1.1	4.7
96	Fox	7,8	43.2	40.2	9.7	2.1	4.8
85	Quirk	7	45.0	39.2	12.7	1.7	1.3
40	Quirk	8	32.7	39.6	17.9	3.8	6.0
84	Bulkeley	9	49.7	38.1	8.1	1.0	3.1
608	Average of all students		42.1%	38.4%	13.5%	1.8%	4.2%

Results of the survey by cluster and question are in Tables VII - XIV. They show that students' attitudes were improved.

An improved approach to surveying attitude could be developed. The present approach, which involves a single survey near the end of the year, basically asks each student whether the program was helpful. The formulation of the questions tends to encourage a positive answer.

Another approach is a survey which directly ascertains present attitude toward school or a given subject area. A numerical score is given to each response, and an average for the group. The survey is given in the fall and the spring, and changes in attitude can be measured statistically. The Estes Scale is an example of a survey of this type, for attitude toward reading, which could be used for this program.

IV. Summary

- 1) Higher Horizons students made significantly greater achievement gains than would be expected without participation in the program. Average gains for the seven measured clusters were above the program goal of eight months gain for eight months of instruction. Gains ranged from 8.6 months to 13.5 months on the four subscores in reading and math.
- 2) Attendance goals were met by all clusters, with margins ranging from 2.3% to 12.9% above the goals.
- 3) Over 80% of the pupils in the program reported in an attitude survey that Higher Horizons helped them in their school work. The survey also showed that the pupils' attitudes toward school was improved. The survey design, however, was not technically as strong as it could be.

V. Recommendations

- 1) The operation of the program should continue as is.
- 2) The evaluation office and the Higher Horizons staff should develop a better survey design to be implemented during the 1977-78 school year.

VI. Appendix

Responses to the Attitude Survey for eight clusters.
Numbers are the percent making a given reply.

Hartford Public High School

PROGRAM RATING FORM

Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has Helped you so far this year to:					
1. Improve your reading ability?	69	27	1	0	0
2. Improve your study habits?	39	51	6	0	4
3. Improve your attitude toward learning?	52	44	3	0	1
4. Improve your classroom behavior?	47	40	10	0	1
5. Improve your out-of-class behavior?	34	36	15	0	12
6. Improve your getting along with your teachers?	62	29	4	1	3
7. Learn more about yourself?	58	32	5	0	3
8. Get specific help with your school work.	43	44	5	0	8
9. Get help in working out your personal problems?	30	32	29	0	9
10. Work toward a high school diploma?	60	23	6	1	8
11. Look forward to an education training beyond high school?	56	32	6	0	6
12. Identify some talents and interests which are other than academic?	32	43	17	0	6
13. Expect to achieve at a higher level in school?	56	32	5	1	1
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	42	36	9	1	10
15. Improved your parents' interest in your school work?	43	38	6	1	12

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	42	39	12	1	1
17. I do not disturb others in the class when they are working.	32	22	22	17	4
18. I can easily explain my ideas to others.	32	38	29	5	1
19. I take part in class discussions.	35	38	23	4	3
20. I want to learn and to improve myself.	77	19	8	1	0
21. When I come to school I am ready for the lesson and the tests of the day.	38	51	13	4	1
22. I feel I am doing better in classwork.	51	31	10	1	4
23. I get along with the other students in my class.	59	30	3	0	0
24. I finish my work in time.	38	55	12	0	0
25. I have confidence in myself.	58	27	10	3	3
26. I do the very best I can.	65	30	4	0	0
27. I do my work without having to be told to do it.	36	53	9	3	1

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Research Evaluation
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Hartford Public High School - 10th Grade

PROGRAM RATING FORM
Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

Much Some None Some Cannot
Adverse Judge
Effects

Do you think Higher Horizons has
Helped you so far this year to:

1. Improve your reading ability?	49	40	4	0	6
2. Improve your study habits?	40	50	4	1	4
3. Improve your attitude toward learning?	54	39	3	1	3
4. Improve your classroom behavior?	45	39	7	1	7
5. Improve your out-of-class behavior?	31	36	24	1	6
6. Improve your getting along with your teachers?	39	40	12	3	6
7. Learn more about yourself?	30	42	18	3	9
8. Get specific help with your school work.	39	39	10	0	7
9. Get help in working out your personal problems?	12	37	25	1	22
10. Work toward a high school diploma?	58	33	4	0	3
11. Look forward to an education training beyond high school?	57	21	12	0	9
12. Identify some talents and interests which are other than academic?	18	48	19	0	12
13. Expect to achieve at a higher level in school?	45	39	10	0	7

Do you think Higher Horizons has:

14. Increased your parents' interest in your school?	36	36	10	1	15
15. Improved your parents' interest in your school work?	45	31	10	0	10

How would you rate yourself?

	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	28	52	16	1	1
17. I do not disturb others in the class when they are working.	27	21	28	16	6
18. I can easily explain my ideas to others.	9	61	12	12	6
19. I take part in class discussions.	22	39	33	4	0
20. I want to learn and to improve myself.	70	24	4	1	0
21. When I come to school I am ready for the lesson and the tests of the day.	15	67	15	3	0
22. I feel I am doing better in classwork.	28	51	10	1	7
23. I get along with the other students in my class.	58	30	4	1	3
24. I finish my work in time.	12	66	21	1	0
25. I have confidence in myself.	63	28	6	1	0
26. I do the very best I can.	61	27	10	1	0
27. I do my work without having to be told to do it.	31	48	18	3	0

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

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Weaver High School

PROGRAM RATING FORM

Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has Helped you so far this year to:					
1. Improve your reading ability?	47	41	2	0	9
2. Improve your study habits?	34	48	9	2	3
3. Improve your attitude toward learning?	42	39	9	2	6
4. Improve your classroom behavior?	39	31	17	2	11
5. Improve your out-of-class behavior?	30	38	14	0	16
6. Improve your getting along with your teachers?	37	37	16	0	5
7. Learn more about yourself?	26	41	17	5	6
8. Get specific help with your school work.	17	39	26	3	5
9. Get help in working out your personal problems?	17	26	42	0	9
10. Work toward a high school diploma?	44	25	17	0	9
11. Look forward to an education training beyond high school?	51	34	5	2	6
12. Identify some talents and interests which are other than academic?	28	39	17	2	9
13. Expect to achieve at a higher level in school?	45	39	2	0	5
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	28	23	28	2	11
15. Improved your parents' interest in your school work?	33	28	27	2	8

How would you rate yourself?

	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	27	62	11	0	2
17. I do not disturb others in the class when they are working.	31	20	27	8	9
18. I can easily explain my ideas to others.	9	44	31	3	3
19. I take part in class discussions.	16	28	33	8	2
20. I want to learn and to improve myself.	47	25	11	0	5
21. When I come to school I am ready for the lesson and the tests of the day.	20	38	20	3	5
22. I feel I am doing better in classwork.	23	41	22	0	3
23. I get along with the other students in my class.	41	34	8	2	2
24. I finish my work in time.	9	53	22	2	0
25. I have confidence in myself.	45	27	9	0	3
26. I do the very best I can.	33	25	22	2	3
27. I do my work without having to be told to do it.	17	39	30	0	0

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

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Fox Middle School

PROGRAM RATING FORM

Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has Helped you so far this year to:					
1. Improve your reading ability?	63	35	0	0	3
2. Improve your study habits?	37	54	4	1	4
3. Improve your attitude toward learning?	61	27	3	1	7
4. Improve your classroom behavior?	34	47	9	5	4
5. Improve your out-of-class behavior?	35	32	16	2	15
6. Improve your getting along with your teachers?	51	31	6	4	5
7. Learn more about yourself?	51	39	5	0	4
8. Get specific help with your school work.	44	42	7	0	5
9. Get help in working out your personal problems?	42	34	14	0	8
10. Work toward a high school diploma?	56	21	8	0	13
11. Look forward to an education training beyond high school?	56	25	7	1	11
12. Identify some talents and interests which are other than academic?	36	47	6	0	5
13. Expect to achieve at a higher level in school?	59	32	1	0	6
Do you think Higher Horizons has:					
14. Increased your parents' Interest in your school?	29	52	7	0	15
15. Improved your parents' Interest in your school work?	57	32	3	0	5

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	31	49	22	0	0
17. I do not disturb others in the class when they are working.	22	29	41	3	4
18. I can easily explain my ideas to others.	20	49	27	2	3
19. I take part in class discussions.	35	29	28	5	3
20. I want to learn and to improve myself.	68	28	5	0	1
21. When I come to school I am ready for the lesson and the tests of the day.	26	58	16	1	2
22. I feel I am doing better in classwork.	44	40	12	2	3
23. I get along with the other students in my class.	40	42	7	1	6
24. I finish my work in time.	20	62	13	0	2
25. I have confidence in myself.	54	36	4	2	3
26. I do the very best I can.	54	38	6	0	0
27. I do my work without having to be told to do it.	32	47	17	2	3

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

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PROGRAM RATING FORM**Directions**

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

Much Some None Some Cannot
Adverse Judge
Effects

Do you think Higher Horizons has
Helped you so far this year to:

- | | | | | | |
|--|----|----|----|---|----|
| 1. Improve your reading ability? | 46 | 45 | 0 | 3 | 2 |
| 2. Improve your study habits? | 35 | 59 | 2 | 1 | 1 |
| 3. Improve your attitude toward learning? | 55 | 31 | 1 | 3 | 4 |
| 4. Improve your classroom behavior? | 41 | 48 | 4 | 2 | 5 |
| 5. Improve your out-of-class behavior? | 55 | 26 | 6 | 2 | 7 |
| 6. Improve your getting along with your teachers? | 47 | 35 | 5 | 1 | 6 |
| 7. Learn more about yourself? | 51 | 31 | 8 | 1 | 5 |
| 8. Get specific help with your school work. | 34 | 47 | 11 | 0 | 5 |
| 9. Get help in working out your personal problems? | 27 | 41 | 20 | 0 | 8 |
| 10. Work toward a high school diploma? | 49 | 29 | 4 | 1 | 9 |
| 11. Look forward to an education training beyond high school? | 65 | 24 | 1 | 0 | 4 |
| 12. Identify some talents and interests which other than academic? | 26 | 47 | 6 | 1 | 10 |
| 13. Expect to achieve at a higher level in school? | 53 | 27 | 1 | 3 | 5 |

Do you think Higher Horizons has:

- | | | | | | |
|--|----|----|---|---|----|
| 14. Increased your parents' interest in your school? | 44 | 36 | 4 | 2 | 10 |
| 15. Improved your parents' interest in your school work? | 59 | 24 | 1 | 1 | 0 |

- | How would you rate yourself? | All the time | Most of the time | Only some times | Never | Cannot Judge |
|---|--------------|------------------|-----------------|-------|--------------|
| 16. I do my homework. | 15 | 64 | 18 | 2 | 0 |
| 17. I do not disturb others in the class when they are working. | 20 | 34 | 24 | 14 | 4 |
| 18. I can easily explain my ideas to others. | 22 | 42 | 22 | 4 | 4 |
| 19. I take part in class discussions. | 25 | 31 | 29 | 6 | 3 |
| 20. I want to learn and to improve myself. | 66 | 11 | 3 | 0 | 5 |
| 21. When I come to school I am ready for the lesson and the tests of the day. | 29 | 54 | 10 | 2 | 1 |
| 22. I feel I am doing better in classwork. | 39 | 36 | 10 | 0 | 9 |
| 23. I get along with the other students in my class. | 45 | 41 | 9 | 1 | 0 |
| 24. I finish my work in time. | 15 | 69 | 11 | 1 | 0 |
| 25. I have confidence in myself. | 59 | 25 | 7 | 1 | 1 |
| 26. I do the very best I can. | 59 | 25 | 8 | 0 | 2 |
| 27. I do my work without having to be told to do it. | 29 | 47 | 18 | 3 | 0 |

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Quirk Middle School

PROGRAM RATING FORM

Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

	Much	Some	None	Some	Cannot
				Adverse	Judge
				Effects	
Do you think Higher Horizons has Helped you so far this year to:					
1. Improve your reading ability?	61	38	0	0	1
2. Improve your study habits?	38	50	9	1	0
3. Improve your attitude toward learning?	54	35	4	1	0
4. Improve your classroom behavior?	39	46	12	0	1
5. Improve your out-of-class behavior?	44	38	16	0	1
6. Improve your getting along with your teachers?	52	33	82	5	1
7. Learn more about yourself?	49	32	12	0	4
8. Get specific help with your school work.	46	46	4	0	1
9. Get help in working out your personal problems?	34	42	20	1	1
10. Work toward a high school diploma?	51	33	12	0	4
11. Look forward to an education training beyond high school?	56	31	5	1	2
12. Identify some talents and interests which are other than academic?	44	42	7	0	2
13. Expect to achieve at a higher level in school?	68	28	1	0	2
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	49	41	2	0	2
15. Improved your parents' interest in your school work?	60	29	7	0	1

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	28	54	15	1	0
17. I do not disturb others in the class when they are working.	24	35	39	4	0
18. I can easily explain my ideas to others.	15	33	41	6	2
19. I take part in class discussions.	25	29	31	8	1
20. I want to learn and to improve myself.	72	26	6	0	0
21. When I come to school I am ready for the lesson and the tests of the day.	24	47	20	6	1
22. I feel I am doing better in classwork.	46	51	1	1	1
23. I get along with the other students in my class.	49	39	8	2	0
24. I finish my work in time.	20	64	14	1	0
25. I have confidence in myself.	57	33	5	4	0
26. I do the very best I can.	60	29	6	0	0
27. I do my work without having to be told to do it.	31	47	15	4	1

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Research Evaluation
PRF 471

Quirk Middle School - 8th Grade

PROGRAM RATING FORM

Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

	Much	Some	None	Some	Cannot
				Adverse	Judge
				Effects	
Do you think Higher Horizons has Helped you so far this year on:					
1. Improve your reading ability?	45	55	0	0	0
2. Improve your study habits?	32	50	12	5	2
3. Improve your attitude toward learning?	43	45	10	0	2
4. Improve your classroom behavior?	32	45	15	0	7
5. Improve your out-of-class behavior?	22	37	30	5	5
6. Improve your getting along with your teachers?	45	27	10	5	10
7. Learn more about yourself?	40	30	15	2	12
8. Get specific help with your school work.	40	35	15	2	5
9. Get help in working out your personal problems?	5	43	50	0	2
10. Work toward a high school diploma?	52	20	5	2	17
11. Look forward to an education training beyond high school?	52	22	12	0	10
12. Identify some talents and interests which are other than academic?	25	42	10	2	12
13. Expect to achieve at a higher level in school?	52	40	2	0	5
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	27	37	17	5	12
15. Improved your parents' interest in your school work?	50	25	15	2	7

How would you rate yourself?	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	12	47	27	2	0
17. I do not disturb others in the class when they are working.	10	27	27	17	7
18. I can easily explain my ideas to others.	15	27	35	13	10
19. I take part in class discussions.	17	17	25	15	10
20. I want to learn and to improve myself.	52	22	10	0	5
21. When I come to school I am ready for the lesson and the tests of the day.	10	47	30	2	0
22. I feel I am doing better in classwork.	27	47	7	5	2
23. I get along with the other students in my class.	52	30	2	5	0
24. I finish my work in time.	10	55	10	7	5
25. I have confidence in myself.	35	37	10	2	2
26. I do the very best I can.	30	37	20	0	0
27. I do my work without having to be told to do it.	12	45	25	5	0

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____

Research Evaluation
PRF 471

Bulkeley High School

PROGRAM RATING FORM

Directions

Read each question carefully. Answer each question carefully. Answer each question by checking the blank which best describes your reaction to the question. Check only one blank for each question.

It is not necessary to put your name on this paper.

	Much	Some	None	Some Adverse Effects	Cannot Judge
Do you think Higher Horizons has Helped you so far this year to:					
1. Improve your reading ability?	69	27	0	0	4
2. Improve your study habits?	57	36	2	2	2
3. Improve your attitude toward learning?	57	36	4	0	1
4. Improve your classroom behavior?	63	27	6	1	1
5. Improve your out-of-class behavior?	49	38	7	0	2
6. Improve your getting along with your teachers?	67	25	6	0	0
7. Learn more about yourself?	64	27	6	0	1
8. Get specific help with your school work.	51	38	6	0	1
9. Get help in working out your personal problems?	38	37	15	0	6
10. Work toward a high school diploma?	73	21	6	0	2
11. Look forward to an education training beyond high school?	52	36	7	1	5
12. Identify some talents and interests which are other than academic?	45	38	6	1	6
13. Expect to achieve at a higher level in school?	69	25	2	0	5
Do you think Higher Horizons has:					
14. Increased your parents' interest in your school?	39	40	10	0	11
15. Improved your parents' interest in your school work?	46	38	8	1	6

How would you rate yourself?

	All the time	Most of the time	Only some times	Never	Cannot Judge
16. I do my homework.	29	64	6	0	1
17. I do not disturb others in the class when they are working.	29	23	25	13	10
18. I can easily explain my ideas to others.	17	57	18	2	5
19. I take part in class discussions.	29	40	18	6	5
20. I want to learn and to improve myself.	71	20	6	0	0
21. When I come to school I am ready for the lesson and the tests of the day.	32	51	14	0	0
22. I feel I am doing better in classwork.	52	49	6	0	4
23. I get along with the other students in my class.	62	34	5	0	0
24. I finish my work in time.	32	58	6	0	1
25. I have confidence in myself.	51	40	6	0	4
26. I do the very best I can.	56	38	6	0	0
27. I do my work without having to be told to do it.	30	57	8	0	2

What part of Higher Horizons do you think has helped you most?

What do you like the most about the Higher Horizons program?

What do you like least about the Higher Horizons program?

What suggestions could you make to improve Higher Horizons?

Age _____ Grade _____ Sex _____